DOCUMENT RESUME

ED 459 419 CS 014 473

AUTHOR	Pressley, Michael; Allington, Richard L.; Wharton-McDonald, Ruth; Block, Cathy Collins; Morrow, Lesley Mandel
TITLE	Learning To Read: Lessons from Exemplary First-Grade Classrooms. Solving Problems in the Teaching of Literacy.
SPONS AGENCY	Office of Educational Research and Improvement (ED), Washington, DC.
ISBN	ISBN-1-57230-649-1
PUB DATE	2001-00-00
NOTE	242p.
CONTRACT	R305A60005
AVAILABLE FROM	Guilford Publications, Inc., Dept. 3R, 72 Spring St., New York, NY 10012 (paperback: ISBN-1-57230-649-1, $22; hardcover: ISBN-1-57230-648-3, $40). Tel: 800-365-7006 (Toll Free); Fax: 212-966-6708; e-mail: info@guilford.com; Web site: http://www.guilford.com.
PUB TYPE	Books (010) -- Collected Works - General (020) -- Reports - Descriptive (141)
EDRS PRICE	Document Not Available from EDRS.
DESCRIPTORS	*Beginning Reading; Case Studies; *Classroom Environment; *Classroom Techniques; *Emergent Literacy; *Grade 1; Primary Education; *Reading Instruction; Reading Research
IDENTIFIERS	Learning Environments; Outstanding Teachers; Student Engagement

ABSTRACT

An important goal in every first-grade classroom is to get children reading--but how? This book examines current research on first-grade literacy instruction and shows how it translates into what good teachers really do in the classroom. The book's authors, premier early literacy scholars and educators, describe several studies of effective beginning reading instruction conducted across the United States. The book then takes readers directly into the classrooms of five successful teachers, exploring the reading, writing, and classroom management techniques these practitioners use to boost student engagement and achievement. It demonstrates ways that teachers can blend elements of both holistic and skills approaches to provide rich and enjoyable learning environments for young readers. What follows from the analyses presented in the book is that the great first-grade teacher must have a commanding knowledge of classroom management; sound-, letter-, and word-level skills; children's literature; a variety of approaches to pedagogy (e.g., direct instruction, scaffolding, writers' workshop); and academic motivation. (NKA)

Reproductions supplied by EDRS are the best that can be made
from the original document.

THIS
DOCUMENT
NOT
AVAILABLE
FROM

EDRS